

# The ADLAB PRO project: Overview and results

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[www.adlabproject.eu](http://www.adlabproject.eu)

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# Project details

- **36 months** (Sep. 2016 – Aug. 2019)
- Financed by European Union under **Erasmus+ Programme, Key Action 2 – Strategic Partnerships**
- Coordinator: **University of Trieste** (IT)



# Partnership

**8 partners** (7 EU countries, 19 people)

## **Academic partners:**

University of Trieste  
Autònoma of Barcelona  
University of Antwerp  
University of Poznan

## **Non-academic partners:**

Utopian Voices Ltd. (UK)  
Soundfocus B.V. (The Netherlands)  
RTV Slovenija (Slovenia)  
Royal National Institute of the Blind (UK)



# Sustainability and goals

Carrying on the work **started with ADLAB (2011-2014)** which resulted in European strategic recommendations for audio describers.

**Creating a curriculum and training** free & open-access, flexible, modular, customisable **materials** to be used to train audio-describers both in academic and in professional (in-house) contexts.





# Intellectual outputs

- **Working activities** to be accomplished over a precise timeframe leading to tangible results > 6 IOs.
  - **O1**: Gathering EU best practices (UAM).
  - **O2**: Defining audio-describer competences (UNITS).
  - **O3**: Producing course design (UA).
  - **O4**: Creating training materials (UAB).
  - **O5**: Testing and evaluating training materials (UV).
  - **O6**: Attributing ECTS/ECVETS to materials (UNITS).



# Where are we now?

- 31<sup>st</sup> month.
- 3-4 June 2019 Ljubljana: last multiplier event.
- We have:
  - Designed flexible & modular curriculum;
  - Produced training materials;
  - Attributed ECTS/ECVETS.



# The flexible AD course curriculum

- Based on competences formulated as “Learning outcomes”.
- Suitable for different contexts: universities & companies.
- Suitable for different teaching methods.



# Transparency and recognition

- Taking into account European accreditation criteria:
  - **ECTS** will be used by HEIs > based on **workload** (> 30 ECTS = 30 + 120 hours)
  - **ECVETS** will be used by companies interested in vocational education > based on **competences** (> 30 ECVETS)





# Course structure

**MODULE 1**  
Introduction &  
transferrable skills  
(6ECTS/6ECVETS)

**MODULE 2**  
Screen AD  
(6ECTS/6ECVETS)

**MODULE 3**  
Dynamic  
performances &  
events  
(6ECTS/6ECVETS)

**MODULE 4**  
Static arts &  
environments  
(6ECTS/6ECVETS)

**MODULE 5**  
Additional services  
& specific contexts  
(3ECTS/3ECVETS)

**MODULE 6**  
Technological  
Issues, new  
developments  
(3ECTS/3ECVETS)

30 ECTS/ECVETS. Different suggested trajectories. Combinations can be tailor-made.



# The simplified course structure

- Cf. website (<https://www.adlabpro.eu/wp-content/uploads/2018/11/Simplified-course-structure-IO3-1.pdf>)

## MODULE 1 – GENERAL | 6 ECTS

This module provides an introduction to basic AD skills. It therefore covers all domains and it is advisable that all learners take it before proceeding to a more specific module. More generally, all learners should acquire the units labelled as 'basic' first (in all modules).

Main competence from framework	Domain specific subcompetence	Learning outcomes	Level	Suggested hours: Face-to-Face	Suggested hours: Homework	Units
Competence 2 and 3	General knowledge of the functioning of audiovisual texts	LO1: Learners can define the fundamental multimodal character of AV texts	basic	2	8	Unit 1: Audiovisual texts
		LO2: Learners can differentiate between the different modalities interacting in a multimodal text	basic			
		LO3: Learners can assess the challenges of such texts for the main target audience of AD	basic	2	8	
Competence 1	Insight into the history, developments and trends of AD practice	LO4: Learners can define what AD is in different contexts (screen, live, museums, etc)	basic	3	12	Unit 2: Defining AD
		LO5: Learners can explain how AD ensures the functioning of multimodal texts for the primary target audience	basic			
		LO6: Learners can discuss the historical development of AD practice internationally and within their own national context in broad lines	basic	2	8	



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MODULE 1 – GENERAL INTRODUCTION		COMPETENCES															ECTS CREDIT POINTS				
		C1	C2	C3	C4	C5	C6						C7		C8	C9		C10	C11	C12	C13
							6a	6b	6c	6d	6e	6f	7a	7b							
Units of Learning Outcomes	<b>Unit 1: Audiovisual texts</b>																				
	LO1. Learners can define the fundamental multimodal character of AV texts		X	X																	
	LO2. Learners can differentiate between the different modalities interacting in a multimodal text		X	X																	
	LO3. Learners can assess the challenges of such texts for the main target audience of AD		X	X																	
	<b>Unit 2: Defining AD</b>																				
	LO4. Learners can define what AD is in different contexts (screen, live, museums, etc...) and explain its importance.		X	X																	
	LO5. Learners can explain how AD ensures the functioning of multimodal texts for the primary target audience.		X	X																	
	LO6. Learners can discuss the historical development of AD practice within their own national context in broad lines	X																			
	LO14. Learners can name the different types of AD, their presentation modes and the contexts in which they are used		X		X															X	
	<b>Unit 3: Research</b>																				
	LO7. Learners can discuss the historical development of AD research internationally and compare it with their own national context in broad lines	X																			
	LO8. Learners can identify main research topics and questions in the field	X																			
	<b>Unit 4: Related services</b>																				
	LO9. Learners can identify and explain the limits of AD and name appropriate solutions.																X	X			
	LO10. Learners can define what an AI is and describe its different constituents																X	X			
	LO11. Learners can evaluate to what extent an audio introduction is relevant																X	X			
	LO12. Learners can identify the challenges of multilingual productions for AD																X	X			
	LO13. Learners can enumerate the different solutions for resolving multilingual issues in AD																X	X			
	LO30 The Learners can define what tactile exploration and touch tours are and describe their main features																				X
	<b>Unit 5: Process</b>																				
	LO15. Learners can identify the different steps in de AD work flow, including final editing and quality control					X											X				
	LO16. Learners can recognise the role and importance of different specialists in the AD workflow, including the VIPs and the artistic team.					X											X				
	<b>Unit 6: Audience</b>																				
	LO17. Learners can explain that the VIP audience is very heterogeneous		X																		
LO18. Learners can explain why other, secondary audiences may also benefit from AD		X																			
<b>Unit 7: Guidelines</b>																					
LO19. Learners can list at least 4 existing AD guidelines		X																			
LO20. Learners can assess and explain the differences between the different guidelines		X																			
LO21. Learners can identify various degrees of subjectivity in AD (depending on constraints)		X																			
<b>Unit 8: Central AD issues</b>																					
LO22. Learners can name the content-related issues that an AD script must cover and the need for prioritisation of information						X	X	X	X	X	X										
LO23. Learners can explain the importance of a well-timed AD script						X	X	X	X	X	X										
LO24. Learners can illustrate the need for appropriate AD script formulations						X	X	X	X	X	X										



More on:  
[www.adlabproject.eu/](http://www.adlabproject.eu/)

**Thank you!** The ADLAB PRO team

